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A SURVEY OF PREPARATION AND NEEDS OF PUBLIC
SCHOOL ADMINISTRATORS IN WESTERN KANSAS

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

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Fort Hays Kansas State College

Date

May 23, 1952

Approved

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CHAPTER I

INTRODUCTION

Public school administrators and college professors of educational administration seem to have several problems which are of vital concern to them. The person who is considering school administration as a profession is primarily concerned with the problem of equipping himself to meet and solve those difficulties which confront public school administrators. These difficulties generally come under two headings--how to meet the educational needs of the community, and how to acquire tenure, a fair salary, and professional stature. It seems that teaching experience, although a good prerequisite for school administration, does not fulfill the necessary training requirements for the position of public school administrator. The administrator evidently needs some type of additional training. Colleges and universities are attempting to fill this need and have two major problems in mind. First, colleges and universities are interested in training the administrator to such a degree that he will have the welfare of the educational scene in mind. Second, colleges and universities are interested in training an administrator so that he can perform his duties with a degree of success which will guarantee him a reasonable assurance of tenure, salary, and professional stature for the administrator.

Therefore, colleges and embryo administrators have two problems of concern to each, that of providing for the educational needs of the community and that of providing tenure, salary, and a profession of

stature for the administrator.

The Problem

This thesis is being written in an attempt to determine the practical value of college preparatory courses in educational administration. By practical value is meant the degree that administrators are able to use the training they receive in colleges and universities pertaining to educational administration. The title of this thesis is, "A Survey of Preparation and Needs of Public School Administrators in Western Kansas."

The study is of vital importance to the writer, school administrators, and departments of education in Kansas colleges and universities.

Definitions

School administrators as used in this study is taken to mean those persons who are administrative heads of any school systems which include both elementary and secondary schools. Generally, the administrator is spoken of as a superintendent of schools.

Educational administration is used when speaking of subject and practical material which applies to the total administrative phase of the educational scene.

School administration will be used when speaking of the administrative duties of the superintendent of schools or the school administrator. This thesis is concerned with the combined elementary and secondary administrative problems.

Limitations

This study is limited to school administrators who have as their duty the administrative problems of both secondary and elementary schools, and are known as superintendents of schools according to the Kansas Educational Directory.¹

The study is further restricted to superintendents of schools in cities of the second class, cities of the third class, and rural communities in Kansas.

The study is restricted also to school administrators who received the major part of their graduate educational administration courses in Kansas colleges and universities.

Furthermore, there is the limitation of expense and time which always prohibits any study being as extensive as it might be under different circumstances. Therefore, the study had been confined to the Western one-half of Kansas.

Finally, the study is restricted to college professors who are teaching classes or directing research in educational administration in Kansas colleges and universities.

Scope

This study was carried out during the college year of 1951-52. Thirty school administrators were contacted and were classified into

¹ Kansas Educational Directory, 1951-52 (Topeka: State Superintendent of Public Instruction), pp. 23-57.

three different groups as follows:

1. Administrators with one to four years experience as an administrator.
2. Administrators with five to nine years experience as an administrator.
3. Administrators with ten or more years experience as an administrator.

The above classifications were made in an attempt to get a fair and broad sampling of administrators. It was anticipated that opinions might vary with experience.

Historical Background and Related Studies

Historically, the school superintendency is strictly an American development. The superintendency did not exist, as such, during the earlier stages of education, which actually conceived its formal existence during the days of the cave man.² At the present, foreign countries have no professional school officer who is a local coordinating officer.³ The superintendency did not exist or begin with public education in America. Rather, it developed through a gradual process of chance which came as social and economic changes were taking place in

² Alber J. Huggett, Practical School Administration, (Champaign, Illinois: Garrard Press, 1950), p.1.

³ Frederick E. Bolton, R. R. Cole, and J. H. Jessup, The Beginning Superintendent, (New York: The Macmillan Company, 1937), p. 20.

America.

A forerunner of the school superintendency was the office of state superintendent. This is a natural outcome of statehood and of organization for education. Most state constitutions provide for an educational system, therefore a need for some administrative officer to keep the educational program organized. The first state superintendency originated in New York in 1812, with Maryland following in 1826 and Michigan in 1829.⁴

As education attempted to keep pace with social and economic change, it was more frequently brought to the attention of the local community. Since our states are mostly organized under a county plan, the logical outcome was some local organizer. This phase of the development of the superintendency brought about the office of the county superintendent. Local school districts were created by law and states responsibility was delegated to them. The first county superintendent, as such, was originated in Delaware in 1829.⁵

The office of county superintendent did not meet the educational need. Many had too many responsibilities and had too little contact with the schools. At first, the county superintendents tried to meet the needs of the community, but as educational facilities and needs grew,

⁴ American Association of School Administrators, "The American School Superintendency," Thirtieth Yearbook of the Department of Superintendency of the National Education Association of the United States, (Washington, D.C.: United States Government Printing Office, 1952), p. 41.

⁵ Ibid., p. 46.

the county superintendent had more problems than he could handle. The logical happened--a local or district superintendent of schools was created. The first superintendency was created in Buffalo, New York in 1837.⁶

Since 1837 the position of superintendents of schools has advanced and taken on a professional stature. Presently, the superintendent has found himself in an influential, important, and inspiring position in the community. In American public education, the local school administrator is the key figure. The character of education will depend more on him than on any other single person.⁷

Actually the position of superintendent grew up as a small community undertaking. That fact still exists today, as most superintendents of schools have supervision of schools with small enrollments. According to a study made by the United States Office of Education in 1946, 78.7 per cent of all high schools in the United States had an enrollment of two hundred or less.⁸

The position of superintendent of schools has always been a tremendous job, endowed with many difficulties. One of the difficulties facing superintendents, especially in small schools, is tenure of office.

⁶ Bolton, op. cit., p. 20.

⁷ Harlan L. Hagman, The Administration of American Public Schools, (First edition; New York: McGraw-Hill Book Company, Inc., 1951), p. 4.

⁸ Biennial Survey of Education in the United States, 1944-46, "Statistics of Public High Schools," Federal Security Agency, Office of Education, p. 5.

Silke⁹ found that for a period of sixteen years in South Dakota the tenure of office of superintendents was about four years. The most frequent changes occurred in schools with less than ten teachers. However, not all these were relieved of their positions. Many were absorbed in larger school systems, while others went into business such as farming, insurance, and others. Huggett¹⁰ says most of the small-town superintendents leave their position of their own accord.

The superintendency has still developed into an occupation with many points in its favor. The superintendent has position, is accepted, receives a fair salary, and is looked upon as a person of importance in the community. Huggett¹¹ states, "Beyond doubt, the small town superintendent finds life pleasant. He is a man of considerable importance and prestige with all the benefits which go along with such standing."

The office of the superintendency has developed into a position which is vitally important to the school and the community. It can be well summed up in a statement by Hagman:

In the last analysis, the schools will be as good as the educational leadership is effective and never any better than the teachers who staff them . . . for the development of local educational leadership, the board of education will turn to the chief local school administrator and it is upon him that the nature of the leadership, locally exercised, will depend.¹²

⁹ Erick Silke, "Why Administrators Change Jobs," Nations Schools, 25:58-60, May, 1940.

¹⁰ Huggett, op. cit., p. 12.

¹¹ Ibid., p. 12.

¹² Hagman, op. cit., p. 3.

To the knowledge of the writer, there have been no other studies completed in Kansas which attempt to make the same approach to school administrative problems. However, there are similar studies being done in Kansas and in other states. Burl E. Nielson of the University of Wyoming is carrying out a study much resembling this study, except his study pertains to Nebraska. They are different also in that Nielson's study was done entirely by using questionnaires sent to institutions of higher learning and high schools. His questionnaire, of the check-list type, was limited in that it limited the selection of problems to a maximum of five which stood out as being most important to the superintendent checking the questionnaire. This approach suggested a maximum number, which would tend to limit their choice. They might wish to select more than five problems. Since the limit of five was established, the frequencies for each item are considerably lower. The highest frequency on Nielson's questionnaire was 44.8 per cent of those reporting. As a matter of comparison, several items included in the writer's questionnaire were checked by 100 per cent of the cases answering.

Sam Dahl of the Department of Public Instruction in Nebraska has carried out a related study, but it is not attempting the same outcomes. His questionnaire, which was sent to all superintendents of schools in Nebraska, is designed to accumulate personal data about superintendents. It is not trying to measure the same thing as this study, therefore, it will not be necessary to discuss or explain Dahl's study.

Another study, more complete and more complex, is a doctoral

dissertation being done by Kirk Naylor at the University of Kansas. Naylor's questionnaire is well organized and certainly should measure to a reasonable degree that part of school administration for which it is intended. The second page of Naylor's questionnaire is devoted entirely to personal information about the administrator to whom it was sent. The remaining parts of Naylor's questionnaire are devoted entirely to determining the amount of time each administrator spends in the different phases of school administration. He has divided his questionnaire into six major parts, whereas the writer's study is divided into eight major parts. Naylor is measuring the time spent on different phases of administration, and this study is measuring the degree of importance of different areas of school administrative problems.

Other than the studies mentioned, the writer knows of no other investigation which duplicates this study and feels justified in comparing the opinion of school administrators with that of professors of educational administration as to the preparation and needs of public school administrators.

Procedures

The method of research followed in this study is divided into two major divisions. (1) A questionnaire (Appendix A) was sent to college and university professors of educational administration who are now teaching in Kansas colleges and universities. (2) Using the questionnaire as a basis, the interview technique (Appendix B) was followed in acquiring information from thirty superintendents of schools. The results of the questionnaire and the interview were then compared

by comparing the opinions of the professors with the opinions of superintendents of schools.

Method of constructing the questionnaire. It was assumed that most college instruction in educational administration is included in textbooks or books related to the subject of educational administration. Therefore, a group of thirty textbooks were selected to identify the items which college professors include in their courses on educational administration. The names of all chapters in each text were written separately on a three by five card. Then, items occurring frequently, but not meriting a chapter heading, likewise were listed on cards. The different cards were then sorted into like groups, resulting in fifty-eight items which were included as a part of the questionnaire sent to college and university professors of courses in educational administration.

Since college professors are the recipients of so many different questionnaires, the writer arrived at the conclusion that the most effective and most convenient type of questionnaire would be one of the check-list type.

The questionnaire was divided into six vertical columns under two major headings. The first two vertical columns were used to determine the items "included in instruction" with sub-headings of "yes" and "no." The last four vertical columns were used to determine the "degree of importance" with sub-headings of "unnecessary," "unimportant," "important," and "very important important." It was arranged in this manner so that it would vary by degrees of importance, and even a

slight difference of interpretation between individuals would still allow them to check approximately the same location on the questionnaire. To the left of these six vertical columns were listed the items of instruction, for convenience and rapidity in checking the questionnaire. The fifty-eight items were divided into eight divisions, designated, "PART I," "PART II," etc. The first seven parts were logical divisions of items of instruction pertaining to educational administration. They were:

PART I. School administration and organization

PART II. Administration and supervision of instruction

PART III. Administration of pupil personnel

PART IV. Administration of school business

PART V. Administration of the school plant

PART VI. Vocations, guidance, personnel services

PART VII. Special phases of administration

PART VIII of the questionnaire was a series of direct questions which could be asked of college professors and superintendents of schools. The questions relate to controversial issues frequently discussed by college graduate students and college professors. They are questions which may have a definite bearing on future college training programs for public school administrators.

The writer was interested in the opinions of college professors from two different angles. First, which of the items listed did college professors include in their instructional programs. Second, how important did each instructor consider each item to be in their college

training program. The two vertical columns under "included in instruction" recorded the first part, and the four vertical columns under "degree of importance" recorded the second part.

The assumption that most college instruction has as its basis some textbook material evidently was correct, inasmuch as there was no case where a college professor suggested an item of instruction which was left out of the list presented to him. There was ample space after the item marked "comments" which gave them an opportunity to add items which might have been omitted.

As this study was limited to Kansas colleges and universities providing programs in educational administration, questionnaires were sent to the University of Kansas, Kansas State College, Kansas State Teachers College of Emporia, Kansas State Teachers College of Pittsburg, Wichita University, and Fort Hays Kansas State College. Preliminary to sending the questionnaires, a letter of transmittal (Appendix C) was sent to the head of the department of education in each of the above schools, asking their cooperation in the study. All replied affirmatively, with a prompt response.

Instead of sending questionnaires to each individual instructor, a group of questionnaires were sent to the head of each department of education, who in turn asked the different instructors under their supervision to fill them out and return them.

Method of handling the interview. When constructing the checklist questionnaire, the manner of handling the interview was kept in mind, because the opinions of administrators were to be compared to the

opinions of college professors. The questionnaires used by the college professors and the questionnaires used for the interviews with school administrators were exactly the same except for PART VIII.

A definite interviewing procedure was worked out. An introduction and explanation of the problem (Appendix B) was prepared and attached to the front of each interview form. The introduction was memorized so that it would be worded exactly the same in each interview. It seemed that this was of vital importance, as the desired result was to have each person interpret the introduction and explanation just the same.

As the interview was about to begin, a copy of the items of instruction which were included in the questionnaire was placed in the hands of the administrator. This was done to help remind each person interviewed of the areas in which he might have received college training in graduate courses. This list of items placed in the hands of the administrator did more to make the interviews a success than any one other thing attempted. It made the interview progress rapidly; it encouraged the interviewee to talk; it made the interview more consistent; and it resulted in a minimum of questions for clarification by the interviewee.

Four questions were asked concerning each of the first seven parts. They are:

1. In which of these areas did you receive college training?
2. Are any of these items of training unnecessary?
3. Which items have been most important to you?
4. Do you have additional comments?

The answers to the first question were tallied in the first vertical column under "included in instruction." The answers to the second question were checked in the third vertical column marked "unnecessary." The answers to the third question were checked in the vertical column marked "very important." The fourth question was designed to add items which might have been omitted from the list.

When checking the interview form in the manner described, it was checked in the same manner as the questionnaires sent to college and university professors. This one fact is the backbone of this study.

The questions in PART VII of the interview forms were worded alike, except several spaces were left between questions for probes and for recording the answers. If a probe were used, it was underlined. This made it possible for the writer to know exactly what questions had been asked during the interview. In this manner, consistency was maintained in the interview, as different questions and probes have a tendency to bring out different responses.

Method of arranging the interview schedule. The Kansas Educational Directory¹³ was used as a basis for selecting those administrators with whom an interview was desired. Since there was a limit to financial resources available, the schools to be contacted were picked from that part of Kansas which is West of Salina and North of Highway U.S. 50S. Eighty cities were selected to be contacted, since

¹³ Kansas Educational Directory, 1951-52_x (Topeka: State Superintendent of Public Instruction), pp. 23-57.

each had a superintendent of schools who had supervision over both elementary and secondary schools.

A letter of transmittal (Appendix D) was sent to each of the administrators asking his cooperation on the study. A self-addressed postal card (Appendix E) was sent along with the letter of transmittal asking for some personal information about the administrator. This card asked for the superintendent's name, address, degree held, college attended, years experience as a superintendent, would they cooperate, day and time convenient for an interview, and if an appointment were necessary. Of the eighty cards sent out, sixty-four were returned which is exactly eighty per cent. Of the sixty-four cards returned, all but one superintendent indicated that he would cooperate in the study.

After the self-addressed postal cards were received, those which indicated men who had had their graduate training in Kansas colleges and universities were separated into a group to be used as possible interviewees. Of the sixty-four returned, forty-five remained, and of the forty-five, thirty were selected to be used in the study.

One week prior to the expected time of the interview a postal card (Appendix F) was sent to each individual superintendent stating the expected time of the interview and the expected day of the interview.

The interview agenda was arranged for four interviews per day. They were scheduled at 9:00 A.M., 11:00 A.M., 1:00 P.M., and 3:00 P.M. This schedule allowed one hour travel time between interviews, and worked out very well in practice. In fact, the appointment time was never missed more than thirty minutes, and in most cases the writer was

ahead of schedule. The interview agenda was quite satisfactory, allowing sufficient time for the interview and sufficient travel time between interviews.

All superintendents contacted were extremely cooperative and took interest in the study. Some had written down certain points which they wished to present during the interview. Seldom did the writer have difficulty in keeping the conversation rolling, but in most cases he had to be careful that the interview progressed. The investigator was acquainted with few of these men, but it seemed to make little difference as a warm reception was received in each case.

CHAPTER II

EVALUATION OF THE QUESTIONNAIRE

Of the questionnaires sent to Kansas colleges and universities, fifteen were returned. One had to be discarded as it was incorrectly filled out. As a group, the professors were quite consistent in answering the questionnaire.

As shown by Table I, 86 per cent of all items were included in the instructional program. PART V, "administration of the school plant," is most thoroughly covered by college instructors in that 93 per cent of the items were listed as being included in the instructional program. However, PART VI, "vocations, guidance, personnel services," seems to be covered the least as 76 per cent of the items were checked as included in the instructional program. This variance of 17 per cent does not show that professors of educational administration were inconsistent in checking the items included in the training program.

Under the column "unnecessary" there were few checks made by college instructors. In fact, no one item received more than one check, and only five checks were made. "History of school administration," "transportation," "the armed services and military training," "secret societies and fraternal groups," and "senior trips," each received one check. It would appear that the writer was justified in not considering further the "unnecessary" column, except to mention again the consistency of college professors' answers.

TABLE I. PERCENTAGE OF PROFESSORS CHECKING ALL ITEMS IN EACH PART OF THE QUESTIONNAIRE

Part		Average percentage included in instruction	Average percentage important and very important	Average percentage very important
I.	School administration and organization	88	93	38
II.	Administration and supervision of instruction	86	94	41
III.	Administration of pupil personnel	86	89	26
IV.	Administration of school business	83	93	51
V.	Administration of school plant	93	96	50
VI.	Vocations, guidance, personnel services	76	83	33
VII.	Special phases of administration	80	79	32
Average percentage for all parts		86	90	39

Considering all groups under the column of "important" and "very important," the instructors were again consistent in answering the questionnaire. These two columns were considered together, because of the manner of constructing the questionnaire. Of the fifty-eight items listed, 90 per cent were considered to be important or very important by the professors. It can be seen that 86 per cent of all items were included in the instructional program, and 90 per cent were considered important or very important by college professors. This shows that college instructors of courses in educational administration as a group feel that they could be more complete in their instructional program, and that very little, if any, should be omitted from the training program as it now exists.

Comparing the column marked "very important" to the column marked "included in instruction" there was a different result. Of the fifty-eight items listed, 39 per cent were checked as very important. It should be mentioned here that the superintendents of schools checked only those items which seemed most important to them. There was no lesser degree mentioned. Therefore, the writer is of the opinion that the school administrators' checks of important items correspond closely to the column for professors marked "very important." From this several conclusions can be drawn. First, there is a good possibility that college professors spend approximately 39 per cent of their classroom time on the items of instruction which they themselves consider to be very important. Second, they spend approximately 51 per cent of their time discussing the items which they consider to be of lesser importance.

This may not be an accurate assumption because there was no way of indicating the amount of time spent with each item.

PART I. School administration and organization. Table II shows that professors included all thirteen items of PART I in the instructional program at least 88 per cent of the time. The items checked least frequently were "history of school administration" and "consolidation, re-districting, reorganization," which were included in the instructional program by 71 per cent of the respondents. Four items of PART I were checked as included in the instructional program by 100 per cent of the professors. They were (1) the board of education, (2) relationship of federal, state, and local government, (3) staff relationships, and (4) types of school organization.

The two columns "important" and "very important" ranked slightly higher than "included in instruction," as they were checked by 93 per cent of the respondents. "History of school administration" was checked least in the two columns "important" or "very important," which verifies the fact that it was less often included in the instructional program. "Consolidation, re-districting, reorganization" which was less often included in the instructional program was checked as important or very important by 86 per cent of the cases to rank as second lowest of PART I.

Six items in PART I were checked by 100 per cent of the cases as being "important" or "very important." They are (1) the board of education, (2) relationship of federal, state, and local government,

TABLE II. PERCENTAGE OF PROFESSORS CHECKING EACH ITEM OF PART I,
SCHOOL ADMINISTRATION AND ORGANIZATION

Item	Per cent included in instruction	Per cent important and very important	Per cent very important
The board of education	100	100	71
Relationship of Federal, State, and Local Gov't	100	100	57
History of school administration	71	71	7
The role of the superintendency	93	93	71
Securing and beginning a position	93	100	43
Staff relationships	100	100	79
Immediate and long-range planning	93	86	50
Elementary-secondary coordination	77	93	47
Types of school organization	100	100	0
Reports to board, community, State Supt	86	86	14
Consolidation, re-districting, reorganization	71	86	29
The school and society	86	100	36
School law (legal aspects of administration)	79	93	29
Average	88	93	39

(3) securing and beginning a position, (4) staff relationships, (5) the school and society, and (6) types of organization. All four of the items checked by 100 per cent of the professors as being important or very important to the training program were checked by 100 per cent of the professors as included in the instructional program. The two items in addition to the four mentioned were (1) securing and beginning a position, and (2) the school and society. The first of these two items was checked as included in the instructional program by 93 per cent of the cases, but the second was checked by only 86 per cent of the cases. With the exception of "the school and society" the college professors were again consistent in checking the items of PART I which were included in the instructional program and were important or very important.

When comparing the items marked "very important" to the items "included in instruction," there was a difference of opinions, with considerably more disagreement. No items were checked as being very important by 100 per cent of the respondents. "Staff relations" ranked highest as it was considered very important by 79 per cent of the professors. This compares favorably with its 100 per cent ranking in the column "included in instruction." However, that is about as far as the consistency goes when comparing these two columns. In no case was "types of school organization" checked as being very important. Yet, 100 per cent of the professors checking listed this item as included in the instructional program. "The board of education" was checked as being very important by 71 per cent of the professors, which ranks favorably

with the 100 per cent checked in the "included in instruction" column.

Using the Spearman Rank Method¹ of finding the coefficient of correlation, the thirteen items were ranked according to the number of times they were checked on the questionnaire. The coefficient of correlation between "included in instruction," and the combined columns "important" and "very important" was positive . 762. The coefficient of correlation between "included in instruction" and "very important" was positive . 576. This indicates that college professors were consistent in checking the items on PART I.

PART II. Administration and supervision of instruction.

Table III shows that 90 per cent of the college professors of educational administration checked the items in PART II as included in the instructional program. Of the items checked, 94 per cent were checked as being very important. One item, "scheduling," was checked as included in the instructional program by 100 per cent of the college professors. The items checked least were "study guides, textbooks, instructional materials," and "school library," which were checked by 79 per cent of the respondents. "Marks, tests, and reports to parents" was checked by only seven per cent of the cases as being very important. Five items were checked by all the respondents as being important or very important. They were (1) salaries, pensions, and retirement of teachers, (2) democracy in administration, (3) faculty meetings, (4) teacher growth and

¹ M. J. Nelson and E. C. Denny, Statistics for Teachers, (New York: The Dryden Press, Inc., 1940), p. 83.

TABLE III. PERCENTAGE OF PROFESSORS CHECKING EACH ITEM OF PART II,
ADMINISTRATION AND SUPERVISION OF INSTRUCTION

Item	Per cent included in instruction	Per cent important and very important	Per cent very important
Selection, tenure, and contract of teachers	86	93	50
Preparation and certification of teachers	93	93	50
Salaries, pensions, and retirement of teachers	93	100	29
Teacher promotion, teacher-load	93	93	36
Democracy in administration	93	100	86
Professionalization	93	93	43
Faculty meetings	93	100	36
Teacher-growth and in-service training	93	100	79
Leadership in supervision program	86	93	50
Evaluation and improvement of instruction	93	100	50
Study guides, textbooks, instruction materials	79	93	36
School library	79	79	36
Scheduling	100	93	14
Marks, tests, and reports to parents	86	93	7
Co-curricular activities	86	86	14
Average	90	94	41

in-service training, and (5) evaluation and improvement of instruction.

The items mentioned in PART II were ranked in an attempt to arrive at the correlation between the different columns. The coefficient of correlation between the combined columns "important" and "very important" and the items "included in the instructional program" was positive .592. This indicates that the college professors have somewhat the same opinions concerning each individual item listed in PART II. However, the correlation between the very important items and those items included in the instructional program was only positive .16. This shows practically no correlation of any significance or hardly enough to justify an opinion that they might parallel each other to any degree. It does show considerable difference of opinion on the part of the professors as to which items are most important to a college training program for public school administrators.

PART III. Administration of pupil personnel. Of the items listed in PART III, Table IV shows that 86 per cent were included in the instructional program. "Attendance, census, classification, progress" was checked by 100 per cent of the respondents as included in the program, while the "hot-lunch program" was checked by only 64 per cent of the professors.

Of the items listed, 89 per cent were considered to be important or very important. "Attendance, census, classification, progress" was checked by 100 per cent of the cases as important or very important, which compares to the item checked most often as included in the

TABLE IV. PERCENTAGE OF PROFESSORS CHECKING EACH ITEM OF PART III,
ADMINISTRATION OF PUPIL PERSONNEL

Item	Per cent included in instruction	Per cent important and very important	Per cent very important
Attendance, census, classification, progress	100	100	43
Health and safety education	93	93	43
Recreational activities	79	86	14
Transportation (automobiles and busses)	86	86	50
Hot-lunch program	64	79	7
Commencement, assemblies, cultural activities	93	93	0
Average	86	89	26

instructional program. The "hot-lunch program" was checked by 79 per cent of the cases as important or very important which corresponds to the item checked least as included in the instructional program.

When comparing the very important column with the items included in the instructional program, the outcome is different. "Transportation" was checked most often by professors as being very important, as 50 per cent of the respondents checked this item. However, it did not rank at the top, but near the mid-point when checked as included in the instructional program. The "hot-lunch program" was considered very important by seven per cent of those responding, which is its approximate rank in the column marked "included in instruction." Professors considered "commencement, assemblies, cultural activities" of least importance, as it received no checks as being very important. Ninety-three per cent of the professors included this item in their instructional program.

These columns were ranked in an attempt to find the coefficient of correlation of the rank importance of each item. When the column "included in instruction" was ranked against the combined columns "very important" and "important," the coefficient of correlation was positive .957. Evidently instructors feel that nearly everything they discuss is important to the school administrator. This would appear to be a natural feeling that any instructor would have and would indicate that the college professors were not trying to guide the questionnaire into a favorable result. When the "very important" column and the "included in instruction" column were ranked, the coefficient of correlation was

positive . 271. There was a definite trend that most items were either very important or important enough to be included in the instructional program. However, this coefficient of . 271 is not an indication of any degree of parallel thinking on the part of college professors.

PART IV. Administration of school business. Table V indicates that 83 per cent of all items listed in PART IV were checked as included in the instructional program. One item, "purchasing, administering supplies and equipment," was checked by all respondents. Two items, "auditing procedures" and "reporting financial condition," were checked by 71 per cent of the professors as included in the instructional program.

When considering the combined columns "very important" and "important," all items in PART IV were checked by 93 per cent of the respondents. Two items were checked by all of the professors as being important or very important--"accounting procedures" and "purchasing, administering supplies and equipment." There is some degree of consistency here in that "purchasing, administering supplies and equipment" was also checked as being included in the instructional program by all the respondents checking. "School insurance" and "reporting financial condition," though checked least as being important or very important, were checked by 86 per cent of the cases.

When comparing the column "very important" to "included in instruction" the items in PART IV were considered by 51 per cent of the professors to be important, while 83 per cent included the items in their instructional program. The item least checked as very important

TABLE V. PERCENTAGE OF PROFESSORS CHECKING EACH ITEM OF PART IV,
ADMINISTRATION OF SCHOOL BUSINESS

Item	Per cent included in instruction	Per cent important and very important	Per cent very important
The school budget	86	93	86
Purchasing,administering supplies and equip.	100	100	79
School insurance	86	86	36
Accounting procedures	86	100	50
Indebtedness and bonds	79	93	43
Auditing procedures	71	93	29
Reporting financial condition	71	86	36
Average	83	93	51

was "auditing procedures," which was checked by only 29 per cent of the professors. We do have a high degree of consistency here in that two items ranked either highest or second highest in all three columns--"the school budget" and "purchasing, administering supplies and equipment."

The different columns were again ranked according to the number of checks each received, in order to arrive at some degree of correlation between them. The coefficient of correlation between the items included in the instructional program and those items considered to be very important by college professors was positive . 759. The coefficient of correlation between the items included in the instructional program and those considered to be very important and important was positive . 589. These correlations show that the college professors consider PART IV to be extremely vital to the college training program for public school administrators.

PART V. Administration of the school plant. According to Table VI, college professors checked 93 per cent of the items of PART V as included in their instructional program. "Custodial services" was checked by all professors as included in instruction. The item receiving least attention by college professors was "planning, constructing, and financing buildings," which was checked by 86 per cent of the respondents. Ninety-six per cent of the items were checked important or very important. There was no degree of variance between items checked very important, as they were all checked by 50 per cent of the cases. Neither was there any degree of variance in the items checked important or very important,

TABLE VI. PERCENTAGE OF PROFESSORS CHECKING EACH ITEM OF PART V,
ADMINISTRATION OF SCHOOL PLANT

Item	Per cent included in instruction	Per cent important and very important	Per cent very important
Planning, constructing, and financing bldgs.	86	93	50
Utilization of present buildings	93	93	50
Operation of present buildings	93	100	50
Custodial services	100	100	50
The school as a community center	93	93	50
Average	93	96	50

as they were all checked in at least 93 per cent of the cases.

The different columns were compared in order to find the coefficient of correlation existing between them. The coefficient of correlation between items included in the instructional program and items considered to be very important was positive .60. The coefficient of correlation between items included in the program and items considered to be important or very important was positive .725.

PART VI. Vocations, guidance, personnel services. Of the six items listed, Table VII indicates that 76 per cent were checked as included in the instructional program. No item was checked as included by 100 per cent of the professors, but "discipline, citizenship, social relations" was high as it was checked by 93 per cent of the professors.

Eighty-three per cent of the cases checked the items in PART VI as important or very important. "Discipline, citizenship, social relations" was again high as it was checked by 93 per cent of the professors as being important or very important. "The armed services and military training" was checked 64 per cent of the professors as being important or very important.

Only 33 per cent of the cases checked the items of PART VI as very important. Of those checked very important, "discipline, citizenship, social relations" was checked by 57 per cent of the professors, while "the armed services and military training" was checked by only 14 per cent of the respondents. "Employment, vocations, career days" was also low with 14 per cent checking.

These columns were again ranked according to a frequency

TABLE VII. PERCENTAGE OF PROFESSORS CHECKING EACH ITEM OF PART VI,
VOCATIONS, GUIDANCE, PERSONNEL SERVICES

Item	Per cent included in instruction	Per cent important and very important	Per cent very important
Employment, vocations, career days	71	86	14
The armed services and military training	43	64	14
Discipline, citizenship, social relations	93	93	57
Counseling techniques	86	86	43
Organizing a guidance program	79	86	50
Standardized testing	86	86	21
Average	76	83	33

tabulation, in an attempt to find the coefficient of correlation between columns. The columns "included in instruction" and "very important" were ranked, and the coefficient of correlation was positive . 800. The columns "included in instruction" and combined "important" and "very important" ranked according to a frequency table, show a coefficient of correlation of positive . 862. This high correlation substantiates the fact that "discipline, citizenship, social relations" was checked most frequently in all cases, and "the armed services and military training" was checked less frequently in all cases.

PART VII. Special phases of administration. Table VIII shows that no item in PART VII was checked by 100 per cent of the professors as being included in the instructional program. "Public relations" and "community organizations (P.T.A. etc.)" were checked by 93 per cent of the professors. "Secret societies and fraternal groups" was checked by only 57 per cent of the professors.

Seventy-nine per cent of the items in PART VII were checked as being important or very important. "Public relations" were checked by 100 per cent of the cases as being important or very important. "Senior trips" was checked least as it was considered important or very important by only 57 per cent of the professors.

With the very important column, 32 per cent of the items were considered to be very important. "Public relations" was high with 93 per cent of the respondents checking, while "honor societies, awards, scholarships", and "senior trips" were low with only seven per cent of the respondents checking.

TABLE VIII. PERCENTAGE OF PROFESSORS CHECKING EACH ITEM OF PART VII,
SPECIAL PHASES OF ADMINISTRATION

Item	Per cent included in instruction	Per cent important and very important	Per cent very important
Public relations	93	100	93
Community organizations (P.T.A. etc.)	93	93	43
Secret societies and fraternal groups	57	64	14
Accrediting agencies	86	86	29
Senior trips	71	57	7
Honor societies, awards, scholarships	79	71	7
Average	80	79	32

Using a frequency table, the columns were ranked in order to determine the correlation between columns. The coefficient of correlation between the items included in the instructional program of PART VII and the items considered to be very important was positive .329. The coefficient of correlation between the items included in the instructional program and those items considered to be very important or very important was positive .929. This shows some difference of opinion among college professors in that there is quite some variation between the correlations.

PART VIII. Questions pertinent to the training program. Of the professors reporting, 93 per cent thought that college professors of educational administration should have had practical experience as public school administrators.

Forty-three per cent of the professors thought administrative problems now are about the same as ten years ago, while 50 per cent thought they were different. Of those professors reporting, 29 per cent volunteered the additional information that they thought administrative problems were "more complex" than ten years ago. The writer took this to be a strong indication in that no additional answers were suggested, and that answers given in addition were of the same opinion.

Fifty-seven per cent of the professors thought the present requirements for an administrator's certificate were satisfactory, whereas 43 per cent did not think them satisfactory. This certainly

does not present any definite trend, since those who answered offered no suggestions as to how to change the requirements.

College professors were largely in favor of a period of internship for those training for public school administration. Seventy-nine per cent favored internship, seven per cent did not favor internship, and 14 per cent did not answer. There were no suggestions made as to how the program should be set-up, or how long the period of internship should be.

College professors were almost divided in opinions as to the feasibility of giving school administrators credit hours for time spent in seminars and area meetings. Thirty-seven per cent favored giving credit and 57 per cent did not favor giving credit hours for time spent in area meetings and seminars. By voluntary statements, seven per cent considered it to be a part of the profession.

Overlapping of courses of educational administration could be reduced according to 93 per cent of the college professors. When asked to designate the courses which overlapped most, the following subjects were mentioned:

School administration	57% of respondents
Secondary school administration	36% of respondents
Elementary school administration	36% of respondents
Supervision	36% of respondents
Curriculum	29% of respondents
Educational finance	21% of respondents
Guidance courses	7% of respondents

According to college professors, administration courses and supervision courses would be the place to reduce overlapping, if it were to be reduced. Three of the college professors stipulated that

all overlapping was not undesirable, but that repetition was necessary to some degree. It might be further stated that one check was given for each administration course when someone merely stated that "administration courses" overlapped. However, when specific administration courses were mentioned, only those courses mentioned were tabulated.

College professors indicated that 29 per cent of the respondents had a planned program of practical demonstration of school administrative procedures. Sixty-four per cent indicated that they did not use such a program.

Seventy-eight per cent of the professors indicated that active school administrators are invited to teach or consult in their training program, while 14 per cent did not invite active administrators to teach and consult in their training program.

Fifty per cent of college professors thought colleges and universities were doing an adequate job of training public school administrators, while 50 per cent thought they were not. When asked to list the areas most deficient, the following percentages were tabulated:

Administration and supervision of instruction	71%
Administration of pupil personnel	43%
Vocations, guidance and personnel services	43%
Administration of school business	36%
Special phases of administration	29%
Administration of school plant	21%
School administration and organization	7%

There was no indication by college professors that specialized training in academic fields would better prepare a person for school administration. However, when asked to list the fields which best prepare, they gave the following suggestions:

Political Science and Social Science	36%
Depends on each individual	29%
Speech	21%
Philosophy and psychology	14%
Business courses	7%
English	7%

College professors were asked to rank four areas of instruction in the order of their importance. They were ranked as follows:

1. Instructional services
2. Administrative and organizational services
3. Personnel services
4. Psychological services

Some instructors listed all with equal importance, in which case they were all ranked first. The above ranking was determined by allowing four points for a first place ranking, three points for a second place ranking, two points for a third place ranking, and one point for a fourth place ranking, as checked by each individual case reporting.

CHAPTER III

EVALUATION OF THE INTERVIEW

Thirty personal interviews were conducted with active school superintendents as a part of this study. The personal interview was used in preference to a questionnaire as it was felt this procedure would be more accurate and more inclusive.

Of the total items listed, Table IX shows that 58 per cent were checked by administrators as included in their training program. PART IV, "administration of school business" was checked most frequently, as 65 per cent of the administrators received training in this phase of school administration. PART VII was least included, which was checked as included in the training program of 49 per cent of the school administrators. The fact that most percentages are lower than the college professors' can be accounted for by the fact that some of the administrators had received their training ten to twenty years ago. It is assumed that this group may have forgotten some of their training, and that the extent of present training programs may have been broadened since that time.

The administrators were asked the question, "Which of these items seem most important to you?" The checks were made in the very important column only. This does not mean that they did not use all of the items mentioned, because the writer does recall several administrators making the statement that other items might be used occasionally. Therefore, the writer feels that the very important

TABLE IX. PERCENTAGE OF ADMINISTRATORS CHECKING ALL ITEMS IN EACH PART OF INTERVIEW FORM

Part	Average percentage included in instruction	Average percentage very important
I. School administration and organization	61	37
II. Administration and supervision of instruction	62	41
III. Administration of pupil personnel	48	61
IV. Administration of school business	65	73
V. Administration of school plant	63	81
VI. Vocations, guidance, personnel services	59	76
VII. Special phases of administration	49	64
Average percentage for all parts	58	62

columns correspond very closely for the administrator and the college professor.

Considering the "very important" column for school administrators, all items were checked by 62 per cent of the administrators. PART V, "administration of the school plant" was the part checked most frequently as it was checked by 81 per cent of the administrators. PART I, "school administration and organization" was deemed least important of the seven parts in that it was checked by only 37 per cent of the respondents.

PART I. School administration and organization. As Table X points out, school administrators indicated that "types of school organization" was included in all their training programs, while only 30 per cent received training in "immediate and long-range planning".

Thirty-seven per cent considered all items very important in PART I, while the item considered most important was "staff relationships" which was checked by 77 per cent of the administrators. "Types of school organization" was considered to be least important, as only 13 per cent of the superintendents checked this item. This would indicate that the administrators did not feel a great need for training in "types of school organization", yet it was included in all their instructional programs.

The coefficient of correlation between the items included in the instructional program and the items considered to be very

TABLE X. PERCENTAGE OF ADMINISTRATORS CHECKING EACH ITEM OF PART I,
ADMINISTRATION AND ORGANIZATION

Item	Per cent included in instruction	Per cent very important
The board of education	50	60
Relationship of Federal, State, and Local Gov't	50	17
History of school administration	83	20
The role of the superintendency	77	53
Securing and beginning a position	40	27
Staff relationships	73	77
Immediate and long range planning	30	47
Elementary-secondary coordination	50	47
Types of school organization	100	13
Reports to board, community, State Supt.	47	33
Consolidation, re-districting, reorganization	47	20
The school and society	73	33
School law (legal aspects of administration)	73	37
Average	61	37

important by school administrators was negative .08. This indicated that administrators did not feel they received training in the items of PART I which are now most important to a school administrator.

PART II. Administration and supervision of instruction.

Table XI indicates that the item receiving the most checks by superintendent as included in the instructional program of PART II was "marks, tests, and reports to parents" with 87 per cent of the items being checked. "Salaries, pensions, and retirement of teachers" was included least as it was checked by only 33 per cent of the school administrators.

"Scheduling" emerged as most important of PART II with 60 per cent of the administrators checking, while "study guides, textbooks, instructional materials", was least important to administrators as only 20 per cent checked this item. The coefficient of correlation of items included in the instructional program to items considered to be very important was positive .210.

PART III. Administration of pupil personnel. "Health and safety education", according to Table XII, was most included in the administrators' training program, as 63 per cent of the superintendents indicated. However, only seven per cent indicated they received training in the "hot-lunch program". This is to be expected as the hot-lunch program is a phase of administration which has originated recently.

Two items, "attendance, census, classification, progress",

TABLE XI. PERCENTAGE OF ADMINISTRATORS CHECKING EACH ITEM OF PART II,
ADMINISTRATION AND SUPERVISION OF INSTRUCTION

Item	Per cent included in instruction	Per cent very important
Selection, tenure, and contract of teachers	43	56
Preparation and certification of teachers	73	30
Salaries, pensions, and retirement of teachers	33	33
Teacher promotion, teacher-load	63	30
Democracy in administration	66	53
Professionalization	63	37
Faculty meetings	63	47
Teacher-growth and in-service training	56	56
Leadership in supervision program	60	33
Evaluation and improvement of instruction	73	47
Study guides, textbooks, instruction materials	60	20
School library	43	20
Scheduling	76	60
Marks, tests, and reports to parents	87	47
Co-curricular activities	66	50
Average	62	41

TABLE XII. PERCENTAGE OF ADMINISTRATORS CHECKING EACH ITEM OF PART III,
ADMINISTRATION OF PUPIL PERSONNEL

Item	Per cent included in instruction	Per cent very important
Attendance, census, classification, progress	56	66
Health and safety education	63	63
Recreational activities	60	66
Transportation (automobiles and busses)	47	47
Hot-lunch program	7	60
Commencement, assemblies, cultural activities	56	63
Average	48	61

and "recreational activities", were checked by 66 per cent of the superintendents as being most important items in PART III. "Transportation" was least important, as only 47 per cent of the professors checked this item.

The two columns were ranked according to a frequency table, and were correlated. The coefficient of correlation between the items included in the administrators' training program and the items considered to be most important by the administrators was positive .643. It would appear that administrators are consistent in listing their opinions.

PART IV. Administration of school business. Eighty-seven per cent of the administrators interviewed said they had had training in "the school budget", as can be seen in Table XIII. Less superintendents were trained in "auditing procedures", which was checked by 43 per cent of the respondents. Ninety-three per cent of the administrators considered "the school budget" to be the most important item of PART IV, while 63 per cent of the administrators considered "auditing procedures" as most important.

After being ranked, the two columns were correlated and the coefficient of correlation was positive .804. However, the fact that all items were considered important by 56 per cent of the administrators indicates that administrators feel PART IV is quite important to the beginning administrator. It should also be mentioned that more administrators received training in the item they considered to be most important of PART IV, "the school budget", whereas,

TABLE XIII. PERCENTAGE OF ADMINISTRATORS CHECKING EACH ITEM OF PART IV,
ADMINISTRATION OF SCHOOL BUSINESS

Item	Per cent included in instruction	Per cent very important
The school budget	87	93
Purchasing, administering supplies and equip.	66	80
School insurance	70	76
Accounting procedures	66	70
Indebtedness and bonds	60	56
Auditing procedures	43	63
Reporting financial condition	63	76
Average	65	74

less administrators received training in the item they considered to be least important, "auditing procedures".

PART V. Administration of the school plant. Table XIV shows that 80 per cent of the administrators received training in "the school as a community center", while only 53 per cent received training in "utilization of present buildings".

The most important item of PART V was "custodial services", which was checked by 90 per cent of the respondents. The least checked item was "operation of present buildings", as it was checked by 76 per cent of the administrators.

The coefficient of correlation between the items included in the instructional program and the items considered by the administrators to be most important was positive .125. Although the correlations of the columns was low, the writer feels it not significant, as all items were checked by at least 53 per cent of the administrators.

PART VI. Vocations, guidance and personnel services.

"Standardized testing", as evidenced in Table XV, was included in the instructional program by 93 per cent of the respondents. "The armed services and military training" was included by only seven per cent of the cases.

"Organizing a guidance program" was considered to be most important by 90 per cent of the superintendents, while "the armed services and military training" was considered to be important

TABLE XIV. PERCENTAGE OF ADMINISTRATORS CHECKING EACH ITEM OF PART V,
ADMINISTRATION OF SCHOOL PLANT

Item	Per cent included in instruction	Per cent very important
Planning, constructing, and financing bldgs.	63	76
Utilization of present buildings	53	80
Operation of present buildings	60	70
Custodial services	60	90
The school as a community center	80	87
Average	63	81

TABLE XV. PERCENTAGE OF ADMINISTRATORS CHECKING EACH ITEM OF PART VI,
VOCATIONS, GUIDANCE, PERSONNEL SERVICES

Item	Per cent included in instruction	Per cent very important
Employment, vocations, career days	50	73
The armed services and military training	7	56
Discipline, citizenship, social relations	73	83
Counseling techniques	73	83
Organizing a guidance program	56	90
Standardized testing	93	70
Average	59	76

by only 56 per cent of the superintendents. It is significant that "the armed services and military training" was low in both instances.

The coefficient of correlation between training and importance in PART VI was positive .257 too low to be of significance.

PART VII. Special phases of administration. As pointed out in Table XVI, "public relations" was checked most often as 90 per cent of the administrators indicated they had had training in this phase of administration. "Secret societies and fraternal groups" ranked low with only 23 per cent of the administrators indicating they had had training in this item.

"Public relations" was deemed most important 93 per cent of the time by administrators, and "secret societies and fraternal groups" was deemed least important in PART VII, as only 23 per cent of the respondents checked this item. It is significant that "public relations" was high in both instances, and "secret societies and fraternal groups" was low in both instances. This would bring the correlation between the two groups up. The coefficient of correlation between training and importance was positive .943.

PART VIII. Questions pertinent to school administrators. School administrators have indicated that they feel college professors of educational administration should have had practical experience as public school administrators prior to teaching subjects pertaining to educational administration. Every administrator contacted made this statement. When asked why 87 per cent indicated that they

TABLE XVI. PERCENTAGE OF ADMINISTRATORS CHECKING EACH ITEM OF PART VII,
SPECIAL PHASES OF ADMINISTRATION

Item	Per cent included in instruction	Per cent very important
Public relations	90	93
Community organizations (P.T.A. etc.)	66	76
Secret societies and fraternal groups	23	23
Accrediting agencies	53	63
Senior trips	27	56
Honor societies, awards, scholarships	33	70
Average	49	64

thought the instruction would be more practical and less theoretical.

Superintendents also felt that administrative problems were not the same now as ten years ago. Thirty-seven per cent were of the opinion that problems were basically the same, whereas 60 per cent felt they were different. They were asked how they were different, and 50 per cent indicated they were "more complex".

Ninety-three per cent of the administrators felt that present requirements for an administrator's certificate were satisfactory, whereas only seven per cent did not think so. There was no suggestion offered as to how to change them.

A period of internship required of those training for public school administration was checked as necessary by 73 per cent of the administrators contacted. Twenty-three per cent did not think internship necessary, but felt that two years teaching experience was adequate along with present course requirements.

Administrators were of different opinions as to giving credit hours for time spent in attending seminars and area meetings. Fifty-three per cent were for such a policy, and 43 per cent were against such a policy. Forty-seven per cent were of the opinion that such meetings were to be expected as a part of the profession.

Eighty per cent of the superintendents expressed the opinion that overlapping courses in school administration could be reduced, but 17 per cent felt that the existing overlapping of courses is a necessity and could not be eliminated. When asked which courses overlapped most, they were mentioned in the following rank:

School administration	33%
Elementary administration	30%
Secondary administration	27%
Guidance courses	20%
History of education	17%
School finance	17%
Curriculum	13%
Varies with each instructor	7%
Supervision courses	3%

Fifty-six per cent of the administrators felt that colleges and universities were doing an adequate job of training public school administrators, while 43 per cent thought they were not doing an adequate job. These percentages are too nearly the same to be taken as significant. When asked which areas are most deficient, they were indicated in the following rank:

Administration of school business	30%
Vocations, guidance and personal services	27%
Administration and supervision of instruction	17%
Special phases of administration	17%
Administration of pupil personnel	10%
Administration of school plant	10%
School administration and organization	7%

Administrators had a divided opinion when asked if specialized training in certain academic fields appeared to better prepare them for school administration. However, when asked which fields appeared to better prepare an individual for administration they answered:

Business courses	50%
Political Science and social science	27%
Speech	17%
Education courses	13%
English	10%
Philosophy and psychology	10%
Mathematics	3%

Administrators were asked to rank four areas of instruction in the order of their importance. Four points were given for a

first place rating, three points for a second place rating, two points for a third place rating, and one point for a fourth place rating. When they were all checked with equal importance, each was given a first place rating. They ranked as follows:

1. Administration and organization
2. Instructional services
3. Personnel services
4. Psychological services

However, the writer feels that this ranking is inaccurate, in as much as it was a poorly worded question. Evidently, it was worded so that its true meaning was not clear, as most administrators asked to have the question clarified. Therefore, having to explain the question to administrators would indicate that college professors interpreted the question differently.

CHAPTER IV

THE OPINIONS OF COLLEGE PROFESSORS AND SCHOOL ADMINISTRATORS COMPARED

Table XVII shows that college professors included 86 per cent of all items on the questionnaire in their instructional program, whereas superintendents of schools received training in all items 58 per cent of the time. All items listed were important or very important to 90 per cent of the professors and to only 62 per cent of the administrators. Only 39 per cent of the professors thought all items were very important, whereas 62 per cent of the administrators thought all items were very important.

Administrators and professors differed slightly as to the items they considered to be most important. With one exception, PART III, administration of pupil personnel, Table XVIII shows a positive correlation between professors and administrators opinions as to very important items and items included in the instructional program.

PART I. School administration and organization. As shown in Table XIX, college professors and school administrators do not agree when indicating the items most often included in the instructional program. The coefficient of correlation between their opinions was positive .093. However, this can be accounted for, since some of the administrators had not had college training in several years. They had probably forgotten some of the items in which they had had training. The greatest difference of opinions

TABLE XVII. AVERAGE PERCENTAGE OF ALL ITEMS IN EACH PART AS CHECKED BY PROFESSORS AND ADMINISTRATORS

Part	Average percentage included in instruction		Average percentage important and very important		Average percentage very important	
	Professors	Admin's	Professors	Admin's	Professors	Admin's
I. School administration and organization	88	61	93	37	38	37
II. Administration and supervision of instruction	86	62	94	41	41	41
III. Administration of pupil personnel	86	48	89	61	26	61
IV. Administration of school business	83	65	93	73	51	73
V. Administration of school plant	93	63	96	81	50	81
VI. Vocations, guidance, personnel services	76	59	83	76	33	76
VII. Special phases of administration	80	49	79	64	32	64
Average percentage for all parts	86	58	90	62	39	62

TABLE XVIII. COEFFICIENTS OF CORRELATION BETWEEN OPINIONS OF PROFESSORS AND OPINIONS OF SCHOOL ADMINISTRATORS AS TO THE ITEMS TO BE INCLUDED IN THE INSTRUCTIONAL PROGRAM AND ITEMS CONSIDERED VERY IMPORTANT

	Included in instruction	Very important
PART I. School administration and organization	+ . 093	+ . 639
PART II. Administration and supervision of instruction	+ . 138	+ . 187
PART III. Administration of pupil personnel	+ . 443	- . 129
PART IV. Administration of school business	+ . 839	+ . 660
PART V. Administration of school plant	+ . 400	+ . 500
PART VI. Vocations, guidance, personnel services	+ . 871	+ . 800
PART VII. Special phases of administration	+ . 986	+ . 786

TABLE XIX. PERCENTAGE OF PROFESSORS AND ADMINISTRATORS CHECKING EACH ITEM OF PART I,
SCHOOL ADMINISTRATION AND ORGANIZATION

Item	Per cent included in instruction		Per cent important and very important		Per cent very important	
	Professors	Admin's	Professors	Admin's	Professors	Admin's
The board of education	100	50	100	60	71	60
Relationship of Federal, State, and Local government	100	50	100	17	57	17
History of school administration	71	83	71	20	7	20
The role of the superintendency	93	77	93	53	71	53
Securing and beginning a position	93	40	100	27	43	27
Staff relationships	100	73	100	77	79	79
Immediate and long range planning	93	30	86	47	50	47
Elementary-secondary coordination	79	50	93	47	14	47
Types of school organization	100	100	100	13	0	13
Reports to board, community, State Supt	86	47	86	33	14	33
Consolidation, re-districting, reorganization	71	47	86	20	29	20
The school and society	86	73	100	33	36	33
School law	79	73	93	37	29	37
Average	88	61	93	37	38	37

was with "immediate and long-range planning", as only 30 per cent of the administrators indicated they had received training in this item, whereas 93 per cent of the professors indicated that it was included in their instructional program. It is of significance that 83 per cent of the administrators were given "history of school administration" while only 71 per cent of college professors included it in their instructional program. This would indicate that college professors have changed the content of some of their courses, and that they are not teaching as much history of school administration as was taught.

With the very important columns, their opinions were more consistent. The correlation was positive .639. "Staff relations" was listed as most important of the items listed in PART I, whereas "types of school organization" was checked least frequently by both groups as being very important. Yet, all professors include it as a part of their instructional program. This would indicate that less time should be spent on the subject "types of school organization". School administrators considered this item to be least important of PART I while the professors ranked three other parts below it.

PART II. Administration and supervision of instruction.

College professors and school administrators, according to Table XX, are not in harmony when considering those items of PART II which are included in the instructional program for school administrators. The coefficient of correlation between administrator's opinions and professors' opinions was positive .138. No particular item of PART II

TABLE XX. PERCENTAGE OF PROFESSORS AND ADMINISTRATORS CHECKING EACH ITEM OF PART II,
ADMINISTRATION AND SUPERVISION OF INSTRUCTION

Item	Per cent included in instruction		Per cent important and very important		Per cent very important	
	Professors	Admin's	Professors	Admin's	Professors	Admin's
Selection, tenure, and contract of teachers	86	43	93	56	50	56
Preparation and certification of teachers	93	73	93	30	50	30
Salaries, pensions, and retirement of teachers	93	33	100	33	29	33
Teacher promotion, teacher-load	93	63	93	30	36	30
Democracy in administration	93	66	100	53	86	53
Professionalization	93	63	93	37	43	37
Faculty meetings	93	63	100	47	36	47
Teacher-growth and in-service training	93	56	100	56	79	56
Leadership in supervision program	86	60	93	33	50	33
Evaluation and improvement of instruction	93	73	100	47	50	47
Study guides, textbooks, instruction materials	79	60	93	20	36	20
School library	79	43	79	20	36	20
Scheduling	100	76	93	60	14	60
Marks, tests, and reports to parents	86	87	93	47	7	47
Co-curricular activities	86	66	86	50	14	50
Average	86	62	94	41	41	41

seemed to be outstanding when considering the items included in instruction.

When considering the very important column, there was little agreement between the opinions of administrators and the opinions of professors, as the coefficient of correlation was positive .187.

The items of PART II which stand out as very important were "co-curricular activities", "marks, tests, and reports to parents", and "scheduling". The professors and administrators did not agree, as the professors listed these items as being least important of PART II, while the administrators listed them as being nearly the most important of PART II. "Scheduling" was listed as most important by administrators. However it is now included in the instructional program by all professors reporting.

PART III. Administration of pupil personnel. Table XXI shows that professors and administrators were more in agreement as to the items of PART III which were included in the instructional program. The coefficient of correlation was positive .443. The greatest difference of opinion was on the "hot-lunch program", but this is expected since this phase of administration has come about since many of the administrators took their training.

There was little agreement between the professors and administrators as to the very important items of PART III. The coefficient of correlation was negative .129. The greatest difference between opinions of professors and administrators was with "transportation" which the professors listed as most important, while the

TABLE XXI. PERCENTAGE OF PROFESSORS AND ADMINISTRATORS CHECKING EACH ITEM OF PART III,
ADMINISTRATION OF PUPIL PERSONNEL

Item	Per cent included in instruction		Per cent important and very important		Per cent very important	
	Professors	Admin's	Professors	Admin's	Professors	Admin's
Attendance, census, classification, progress	100	56	100	66	43	66
Health and safety education	93	63	93	63	43	63
Recreational activities	79	60	86	66	14	66
Transportation (automobiles and busses)	86	47	86	47	50	47
Hot-lunch program	64	7	79	60	7	60
Commencement, assemblies, cultural activities	93	56	93	63	0	63
Average	86	48	89	61	26	61

administrators listed it as least important of the items listed in PART III. "Transportation" was checked near the bottom, fifth of six items, as included in the instructional program for school administrators. "Recreational activities" was listed as most important by school administrators and fourth in rank as checked by the professors, while checked fifth as included in the instructional program according to college professors. It would appear that college professors, if they are to teach those items that administrators deem important, should put more emphasis on "recreational activities" and less emphasis on "transportation".

PART IV. Administration of school business. Table XXII shows that administrators and professors are in agreement when considering the items of PART IV which are included in the instructional program. The coefficient of correlation was positive .839, which would indicate they were in almost complete agreement on the items listed.

They were in agreement as to the very important items, as the coefficient of correlation was positive .660. The greatest difference was with "school insurance", which the professors listed least in importance of PART IV and the administrators listed most important of the items listed in PART IV. However, it is now being included in the instructional program by most college professors.

It should be further pointed out that it is likely that

TABLE XXII. PERCENTAGE OF PROFESSORS AND ADMINISTRATORS CHECKING EACH ITEM OF PART IV,
ADMINISTRATION OF SCHOOL BUSINESS

Item	Per cent included in instruction		Per cent important and very important		Per cent very important	
	Professors	Admin's	Professors	Admin's	Professors	Admin's
The school budget	86	87	93	93	86	93
Purchasing, administering supplies and equip	100	66	100	80	79	80
School insurance	86	70	86	76	36	76
Accounting procedures	86	66	100	70	50	70
Indebtedness and bonds	79	60	93	56	43	56
Auditing procedures	71	43	93	63	29	63
Reporting financial condition	71	63	86	76	36	76
Average	83	65	93	73	51	73

"administration of school business" stands out as being one of the major problems of educational administration. In all cases where it was mentioned on the questionnaire and interview, it received much attention. This may mean that even though all administrators did receive some training in school business, and even though all professors are including it in their instructional program, there is a need for additional training along this area of instruction.

PART V. Administration of the school plant. Of the items listed in PART V, Table XXIII indicates that the greatest difference of opinions between administrators and professors was with "planning, constructing, and financing buildings" which professors ranked fifth, and administrators rank first. The coefficient of correlation between professors and administrators on items included in the instructional program in PART V was positive .400.

There was some agreement between professors and administrators as to the important items of PART V in as much as the correlation was positive .500. This correlation is significant, since the professors listed all items as very important in half the cases. The outstanding item of PART V was custodial service", as it was ranked first in all cases tallied.

PART VI. Vocations, guidance, personnel services. As evidenced in Table XXIV, college professors and school administrators are in agreement as to the items included in the instructional program. There was little difference of opinion about any items

TABLE XXIII. PERCENTAGE OF PROFESSORS AND ADMINISTRATORS CHECKING EACH ITEM OF PART V,
ADMINISTRATION OF THE SCHOOL PLANT

Item	Per cent included in instruction		Per cent important and very important		Per cent very important	
	Professors	Admin's	Professors	Admin's	Professors	Admin's
Planning, constructing, and financing bldgs.	86	63	93	76	50	76
Utilization of present buildings	93	53	93	80	50	80
Operation of present buildings	93	60	100	70	50	70
Custodial services	100	60	100	90	50	90
The school as a community center	93	80	93	87	50	87
Average	93	63	96	81	50	81

TABLE XXIV. PERCENTAGE OF PROFESSORS AND ADMINISTRATORS CHECKING EACH ITEM OF PART VI,
VOCATIONS, GUIDANCE, PERSONNEL SERVICES

Item	Per cent included in instruction		Per cent important and very important		Per cent very important	
	Professors	Admin's	Professors	Admin's	Professors	Admin's
Employment, vocations, career days	71	50	86	73	14	73
The armed services and military training	43	7	64	56	14	56
Discipline, citizenship, social relations	93	73	93	83	57	83
Counseling techniques	86	73	86	83	43	83
Organizing a guidance program	79	56	86	90	50	90
Standardized testing	86	93	86	90	21	90
Average	76	59	83	76	33	76

listed. The coefficient of correlation was positive .871.

When considering those items considered to be important, there was a great amount of agreement between superintendents and college professors. The coefficient of correlation was positive .800. There was no item which varied in rank between columns, but "the armed services and military training" stands out in PART VI. College professors and school administrators listed it last in importance. Fifty-six per cent of the administrators thought it very important compared to 14 per cent of the college professors who thought it was very important. Only 43 per cent of the college professors included "the armed services and military training" in their instructional program.

PART VII. Special phases of administration. Table XXV indicated that college professor and school administrators were in agreement concerning the items of PART VII which are included in the training program. The coefficient of correlation was positive .986.

Concerning the items considered to be important, the coefficient of correlation was positive .786. "Public relations" was checked as most important of the items listed, and it ranked high in each of the other columns. This would indicate that it was not considered important by either college professors or administrators, and that it was not included in their instructional program.

PART VIII. Questions pertinent to administrators and professors.

TABLE XXV. PERCENTAGE OF PROFESSORS AND ADMINISTRATORS CHECKING EACH ITEM OF PART VII,
SPECIAL PHASES OF ADMINISTRATION

Item	Per cent included in instruction		Per cent important and very important		Per cent very important	
	Professors	Admin's	Professors	Admin's	Professors	Admin's
Public relations	93	90	100	93	93	93
Community organizations (P.T.A. etc.)	93	66	93	76	43	76
Secret societies and fraternal groups	58	23	64	23	14	23
Accrediting agencies	86	53	86	63	29	63
Senior trips	71	27	57	56	7	56
Honor societies, awards, scholarships	79	33	71	70	7	70
Average	80	49	79	64	32	64

Ninety-three per cent of the professors and 100 per cent of the administrators thought it was necessary for college professors of educational administration to have had practical experience as public school administrators before teaching subjects in the field.

There were divided opinions as to the question of problems in administration being about the same now as they were ten years ago. Fifty per cent of the administrators and 60 per cent of the professors thought they were different. This would indicate that it would vary with each individual administrator and each individual school system.

Fifty-seven per cent of the college professors thought that present requirement for an administrator's certificate were satisfactory compared to 93 per cent of the administrators who thought the present requirements for an administrator's certificate were satisfactory.

Seventy-three per cent of the administrators and 79 per cent of the professors indicated that people training for public school administration would serve a period of internship before going into school administration. Neither group offered a plan as to how to operate and organize such a program, but some felt that internship would help to make school administration a better profession.

Only 36 per cent of the professors and 53 per cent of the administrators favored giving credit hours for time spent in seminars and area meetings. These percentages are not high enough to merit any recommendation concerning organizing such a program.

Eighty per cent of the administrators and 95 per cent of the professors felt that overlapping courses could be reduced. When asked to list those subjects which most frequently overlap, they consistently mentioned certain subjects. The coefficient of correlation between the opinions of the administrators and the opinions of the professors was positive .548, which to the writer was quite significant in that no subjects or answers were suggested in any case. The subject checked most often was "school administration" which was checked by 57 per cent of the professors and by 33 per cent of the school administrators. Therefore, if overlapping were to be reduced, all school administration courses would be the first place to begin in reducing the overlapping.

No definite answer concerning the adequacy of the training program for school administrators can be made. The opinions were divided in that 50 per cent of the professors and 56 per cent of the administrators thought that colleges and universities were doing an adequate job of training public school administrators. When they were asked to check the items they felt were most deficient, the professors and administrators did think along the same lines. The coefficient of correlation between their answers was positive .679. "School business" and "guidance" seemed to be the areas most deficient with administrators and professors. "School business" was checked as being deficient by 37 per cent of the professors and 30 per cent of the administrators. "Vocations,

guidance and personnel services" was checked by 43 per cent of the professors and 27 per cent of the administrators as being deficient in their training program.

College professors and administrators did not indicate that administrators appear to be better trained if they have had specialized training in certain academic fields. Their answers were divided on both sides, as 36 per cent of the professors and 47 per cent of the administrators thought that specialized training would help prepare administrators. When asked which fields appear to better prepare administrators, their answers were more consistent with a coefficient of correlation of positive .500. They disagree, however, on "school business". Fifty per cent of the administrators considered it the field most needed in preparation, while college professors considered it least needed of the field mentioned, checking it in only 7 per cent of the cases. Therefore, in the eyes of the administrators, it would appear that they should have undergraduate hours in business courses as a preparation for school administrators.

When ranked according to importance, no particular phase of instruction was checked by both the administrator and the professor as being most important. However, "administration and organizational service" and "instructional services" were ranked either first or second by both groups. The writer feels this question was not valid in that many of the administrators interviewed asked to have the question clarified. Since college professors could not have

the question clarified, and since there were as many administrators not understanding the question clearly, the writer places no significance whatever on the ranking of the areas of instruction for educational administration as listed.

CHAPTER V

TRENDS AS EVIDENCED BY SCHOOL ADMINISTRATORS

As a closing phase of the interview, the administrators were asked to give their ideas concerning the general trends of the administrator's present problems. These trends were tabulated in an attempt to discover those problems facing school administrators today. Since this phase of the interview was purely non-directional on the part of the interviewer, the writer feels that any item mentioned with any frequency should be considered seriously as a point for colleges and college professors to study in attempting to better prepare school administrators.

Practical instruction. Nineteen of the thirty administrators contacted indicated that college instruction was too theoretical and not as practical as it should be. Since there were no questions, probes, or suggestions, it would seem that particular note should be given to this subject. This opinion came up frequently all through the interviews, and was by far the most frequently mentioned criticism of college instruction.

The administrators feel that college instructors of educational administration who are "fresh from the field" are most practical in the material they present. Their suggested manner of correcting the situation was (1) by having professors of educational administration take an occasional tour of duty as an administrator, or (2)

to have more active school administrators invited to teach summer classes in educational administration courses. The administrators particularly favored inviting more instructors to teach college summer courses.

Some of the problems of major importance mentioned by the administrators were: (1) practice in scheduling, (2) more practice in using school business forms, (3) a practical, workable method of originating and organizing a guidance program in a small school, and (4) practice in handling hypothetical absentee, tardy, and discipline problems.

Instruction to meet Western Kansas needs. Nine of the thirty administrators mentioned that too much college instruction is geared to meet the needs of large school systems in first and second class cities, whereas the greater percentage of administrators are in small school systems. They mentioned that they had to do tasks other than administrative tasks. Many administrators taught classes, supervised instruction, kept study hall, coached athletics, coached plays, kept records, and many others. These administrators were of the opinion that instruction would be geared to meet the needs of the beginning administrator, and since most administrators begin in small schools, the instruction should meet the demands of the small school administrator.

Selection of teacher--staff relations. Of the thirty administrators contacted, seven thought hiring good teachers and staff relations

were of primary importance to school administrators. They were of the opinion that good teachers, good instruction, and staff harmony were practically synonymous. These seemed to be the backbone of the successful administrator.

Guidance courses too theoretical. Of the thirty administrators contacted, all admitted a need for a guidance program of one type or another. However, the administrator in the field is groping in the dark for something to help him organize and implement a guidance program. Seven of these men stated that their guidance courses were too theoretical and did not give them anything as to how to organize a program to fit their own school. They are looking for some plan which will fit the small school budget and small school facilities and equipment. They can see where it is practically impossible to hire a full time guidance director, yet they realize that the person who handles the guidance program should be the best-trained person on the staff. They are looking for a practical plan for remedial work, vocational information, exceptional children and other phases of a guidance program which will be workable in their small school system. They know the problems exist, and are anxious to correct them, but they need help in starting a workable program. Some feel that the theoretical part of guidance has already been carried too far, and that in many instances students are taking advantage of the honest efforts of teachers and administrators who are trying counseling as one means

of correcting some of the pupil problems which now exist. Some also feel that where there is a designated guidance director, other teachers have a tendency to push-off all personnel problems on the guidance director.

In-service training --professionalization. Seven of the thirty administrators indicated a need for in-service training and professionalization of teachers and administrators. They also specified, in most cases, that they would like to attend seminars on in-service training which had as chairmen instructors who were recently acquainted with school problems. It must again be pointed out that these seven administrators volunteered this information without question, probe, or suggestion on the part of the writer.

Subjects mentioned as deficient. "School finance" was listed as deficient by three administrators, mainly because it was too theoretical. They expressed a desire for more detailed training in the budget, accounting, forms, activities accounting, forms for reporting, etc. They favored a hypothetical situation being set-up where they could get practical experience in using forms and keeping accounts.

"Public speaking" was listed by three administrators as being one of the causes for failure of many administrators. They were of the opinion that many administrators are very good men, but do not have the ability to convey their thought to other people.

Two administrators expressed a desire for more practical instruction in "public relations". They seemed to be looking for some formula, or at least some workable plan for public relations.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The problem of this thesis was to determine the practical value of the college training programs for school administrators. The findings revealed that, (1) there is a degree of parallel thinking between administrators and college professors as to what should be included in the instructional program. (2) The administrators and professors of colleges and universities agree on the items which are generally included in the instructional program, but did not agree on items considered to be very important to the school administrators. (3) There was less agreement between administrators and professors in PART II, "administration and supervision of instruction". There was little agreement as to what was included in the instructional program, or which items were most important. The writer has come to the conclusion that PART II was either a poorly selected group of items, or there needs to be a definite basic understanding of the meaning of the word "supervision". (4) College professors and school administrators were in closer agreement in PART VII, "special phases of administration" than in any other part. The writer assumes that the items selected in PART VII were well selected and arranged. (5) The college training programs as they now exist are meeting most of the needs of school administrators, but they feel the training

programs should be made more practical and apply more to the technical and mechanical phases of administration rather than the education scene as a whole.

Conclusions

The results of the research indicate that the following conclusions can be drawn: (1) There is an evidenced need on the part of administrators that the instructional programs need improvement, although only one-half stated it was inadequate. This may have been a natural feeling of pride for their college attended. (2) Assuming that the research is representative, administrators believe they need more concrete, realistic, and applicable instruction. (3) There is a definite feeling among administrators that all college professors of subjects in educational administration should have been practical experience as a public school administrator. (4) Administrators are of the opinion that professors would keep abreast of the times by an occasional refresher tour of duty as an administrator. (5) Administrators are seeking something more definite concerning the manner of organizing and implementing a guidance program. (6) Administrators favor cutting to a minimum courses relating to historical and philosophical foundations of school administration. (7) Administrators believe that instruction should be geared more to the small school administrator situation. (8) School administrators believe that some of the more important problems are staff relations, scheduling, hot-lunch

programs, school insurance, school business, custodial services, public relations, and guidance services. (9) There is evidence that there was considerable overlapping of subject material in courses in Introduction to School Administration, Secondary School Administration, and Elementary School Administration, while there was less evidence that other subjects normally included in the administrators' training programs overlapped to any degree.

Recommendations

After completing the study and making comparison, the writer makes the following recommendations: (1) That college professors reduce to a minimum the amount of instruction given in background courses in educational administration, and that all courses in educational administration be made as practical, as applicable, as useful, and as nearly a duplication of the actual situation as is possible. This may imply that a "model school situation" be used to duplicate practical problems which face the administrator. (2) That the instructional program for school administrators include actual experience in developing and using forms, and records used in pupil accounting and school business. (3) That colleges consider redesigning their courses in educational administration to fit the needs of the small school administrator. In redesigning their courses, they would have to realize that at the present time many school districts are spending the lawful limit authorized by taxation. Guidance, supervision, and other programs would be

worked out to meet the needs of a school with enrollments of one hundred or less. (4) That training programs for school administrators place more emphasis on the importance of classroom control. After discussing disciplinary problems with thirty administrators, the writer is of the opinion that democratic procedures may have been misconstrued by many teachers and administrators. Classroom control seems to be a major problem with many administrators who say that conditions are changing, and that students are becoming more difficult to handle, due to a change in attitude of parents and students. (5) That a period of internship be required of those training for school administration. This would give more practical meaning to the future problems of the student, eliminate some candidates from the field, and would raise the salary scale of school administrators to a professional level. (6) That college instructors take courses in professional education, and be certificated by the State Department of Public Instruction. The investigator would recommend two years experience teaching in public schools as a basic prerequisite to college instruction for those who are teaching classes in educational administration. This would acquaint the college instructor with the practical problems of the public school teacher and public school administrator. (7) That for those people training for public school administration, it is recommended that they have as a minimum requirement, undergraduate hours in English, Speech, and Business, with a graduate major in Educational Administration and a graduate minor

in Social Science or Business Administration. (8) That graduate courses in educational administration should include:

- a. A comprehensive course in school administration with emphasis on supervision, staff relations, professionalization, in-service training, and organization.
- b. A course in school finance, emphasizing the national, state, and local finance problems.
- c. A course in pupil accounting, with emphasis on forms, records, reports, and accounting.
- d. A course in public relations, with emphasis on approach and a practical application of the subject.
- e. A course in guidance, with emphasis on testing, records, and occupational information.
- f. A course in guidance, with emphasis on organizing and implementing a guidance program in schools of different enrollments.
- g. A course in school law and legal aspects of administration.
- h. A course in school plant, with emphasis on maintenance, new buildings, utilization of present buildings, and landscaping.

(9) That the student who is planning to become an administrator have a pre-administration course outlined in his undergraduate hours. This would not necessarily require specific courses, but might consist of undergraduate hours in English and Speech, Business, Social and Political Sciences, and Education. These fields would still prepare the student for four teaching fields in which to acquire his required teaching experience in order to become an administrator.

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VIII. Continued.

Are colleges and universities doing an adequate job of training public school administrators? Yes ___ No ___

If not, which area or areas are most deficient? (please check)

- ☐ School administration and organization
- ☐ Administration and supervision of instruction
- ☐ Administration of pupil personnel
- ☐ Administration of school business
- ☐ Administration of the school plant
- ☐ Vocations, guidance and personnel services
- ☐ Special phases of administration

Do individuals training for administration appear to be better prepared, if they have had specialized training in certain academic fields? Yes ___ No ___

If so, which fields appear to better prepare the individual for administration?

- a. _____
- b. _____
- c. _____

Rank the following areas of instruction for educational administration in the order of their importance:

- ☐ Administration and organizational services
- ☐ Instructional services
- ☐ Personnel services
- ☐ Psychological services

Comments: _____

Would you like a summary of the results of this check-list? _____

Please return to: Warren Settles
Department of Education
Fort Hays Kansas State College
Hays, Kansas

INTERVIEW FORM FOR SCHOOL ADMINISTRATORS

INTRODUCTION: I am Warren Settles from Fort Hays Kansas State College. You have indicated that you would help in my study of school administrative problems. I am attempting to determine your opinions regarding college preparation of school administrators. Main purpose is to discover those areas of administration which you find most difficult. Actually, it is an attempt to determine the true value of college preparatory courses in educational administration. Incidentally, your remarks will be treated as data and will be kept confidential. (Response, if any _____)

I have here (hand to administrator) a printed copy of some of the areas of educational administration which are generally included in a college training program. Would you go through this list item by item and answer some questions I have concerning each of the questions? (Response, if any _____)

I like to stress, Mr. _____, that your answers and remarks should be made in terms of your training and not in terms of your experience.

Mr. _____, let's begin with PART I.

- In which of these thirteen areas did you receive college training?
(Interviewer checks each item on questionnaire as he calls them off.)
Probes: What else? Are there others?
- Are any of these items of training unnecessary? (Check response on questionnaire.)
Probes: How do you mean For instance. What do you think? Explain more in detail.
- Which items in PART I have been most important to you? (Check on questionnaire)
Probes: How do you mean? Why? Are there others?
- Do you have additional comments about PART I?
Probes: What else? Why? Explain more in detail.

Mr. _____ let's discuss PART II on the next page. (Use the above routine going through the remaining sections except the questions on PART VIII, and they will be asked individually, and the answers and comments recorded.)

attitude of the interviewee was: (check one)

Extremely cooperative	()
Interested	()
Obliging	()
Indifferent	()
Bitter	()

How much time spent in the interview? _____

1		2			
Included in instruction		Degree of importance			
Yes	No	unnec- essary	unim- por- tant	impor- tant	very impor- tant

VI. VOCATIONS, GUIDANCE, PERSONNEL SERVICES

1. In which of these areas did you receive college training?
2. Are any of these items of training unnecessary?
3. Which items have been most important to you?
4. Do you have additional comments?

Public relations
 Community organizations (P.T.A. etc.)
 Secret societies and fraternal groups
 Accrediting agencies
 Senior trips
 Honor societies, awards, scholarships
 Comments: _____

bes : Why?

What does it depend on?
 What do you think?

. Could overlapping in courses in administration be reduced? Yes _____ No _____

bes: Which overlap most? _____

. Are colleges and universities doing an adequate job of training public school administrators? Yes _____ No _____

bes: Where short?

Explain more in detail.

If it depends, it depends on what?

Adm. & Org.	()	Plant	()
Supervision	()	Guida nce	()
Pupil personnel	()	Special	()
Business			

. Did your specialized training in academic fields better prepare you for adminis-
 tration? Yes _____ No _____

bes: Which fields best prepare and help? _____

. In what order should these areas of instruction be ranked?

- () Administration and organization
- () Instructional services
- () Personnel services
- () Psychological services

APPENDIX C

January 3, 1952

Dr. Jackson Powell, Head
Department of Education
Wichita University

Dear Dr. Powell:

We would appreciate your cooperation in conducting a study "A Survey of Preparation and Needs of Public School Administrators in Kansas," being carried out by Warren Settles, a graduate student. Inasmuch as the study is confined to Kansas, we strongly solicit the cooperation of Kansas institutions which are preparing individuals in educational administration. If you agree to cooperate, the checklist could be representative of your Department as a whole or answered by several individuals in your Department who are teaching courses in the preparation of school administrators. It might be added that the information he is seeking relates to the present plan of preparation you normally follow in preparing people in the field of educational administration.

The tentative plan of the research has been approved by Dr. Francis Chase. It is expected that the information will be useful to the Kansas Council for the Improvement of School Administration.

For your convenience a self-addressed card is enclosed which can be used to signify your willingness to aid in the research.

Sincerely yours,

W. C. Wood, Head
Department of Education

APPENDIX D

January 7, 1952

Would you be willing to cooperate in carrying out a study which should be of value to you as an educator and to the field of educational administration? You have been selected as a possible person to be interviewed as a part of the study.

The purpose of the study is to obtain the opinion of a group of administrators relative to the adequacy of their training for administration. Their opinions will be compared with programs of training required or recommended by institutions preparing school administrators.

This study is being conducted under the direction of Dr. Wood of the Department of Education, Fort Hays Kansas State College, as partial fulfillment for the master's degree. In addition, the study has been approved by Dr. Francis Chase, Director of the Cooperative Program in Educational Administration, University of Chicago, and the Kansas Council for the Improvement of Educational Administration.

If you are selected I should like to arrange a convenient time to interview you at your school. Enclosed is a self-addressed postal card for your convenience in providing me certain information necessary in the selection of interviewees. Will you fill out and return the enclosed card at your earliest convenience?

Your cooperation is sincerely appreciated.

Cordially yours,

Warren Settles
Department of Education
Fort Hays Kansas State College
Hays, Kansas.

APPENDIX E

Name _____

Address _____

Do you have a master's degree in Edu. Admin.? _____

If so, from what college? _____

How many years have you been a superintendent? _____

Will you help by arranging for an interview? _____

What day and what time is most convenient? _____

Is it necessary to make an appointment? _____

APPENDIX F

Dear Sir:

I expect to be at your school on Monday, February 5th,
at 10:00 A. M. for the interview concerning my master's
thesis.

Sincerely,

Warren Settles